

BACKGROUND INFORMATION

In this week-plan, we are gaining a big picture of progress in America from the mid-1830's to 1850 or so. We will quickly survey three presidencies—those of Martin Van Buren, William Henry Harrison, and John Tyler—and overview ways that America expanded during this period. In future weeks, we will spend more time studying details of events that we look at only briefly (and in their larger context) this week, such as the everyday lives of pioneers as they trekked across the American plains, the Plains Indian Wars that resulted as Indian and white cultures clashed in the West, the Mexican-American War following the annexation of Texas, the work on the Transcontinental Railroad, the installation and effects of the telegraph, and the California Gold Rush.

Propelling these major events was the concept of America's Manifest Destiny to govern the continent of North America. Together, these developments contributed to the Age of Jackson, so called even though Jackson himself left the presidency in 1837. Both Presidents Van Buren and Polk had been strong supporters of Jackson while he was in office and were his political heirs. Although Harrison and Tyler were Whigs, their presidencies changed neither the politics nor the spirit of this era.

One of the sad things that happened in this Age of Jackson was the forcible removal of the Five Civilized Tribes to western lands that were unsuited to their cultures. Starting in 1830, the Indian Removal Act (studied in Week 11) mandated that the Cherokee, Chickasaw, Choctaw, Creek, and Seminole Indians abandon their hereditary lands and travel to reservations created for them in what is now eastern Oklahoma. The Cherokee, especially, fought this law in American courts. At the Supreme Court level, they won the *Cherokee Nation v. Georgia* case of 1831, but Presidents Jackson and Van Buren refused to back the court's decision and ordered the removals. In 1837, the Cherokee became the last tribe to walk the Trail of Tears.

The years between 1830 and 1850 saw a huge, voluntary, westward push among white Americans. In 1845, one journalist captured the expansionist, can-do spirit of the age that mingled with a religious sense of both duty and purpose with his now-famous phrase "Manifest Destiny." Many Americans felt that it was a matter of divine ordination that America should one day stretch from "sea to shining sea," and that it was both their right and their duty to make it so. Many Americans reckoned that God was behind expansionism. White dominion was a part of Protestant theologies that embraced progress, looking confidently towards the imminent perfectibility of mankind. But this was not the whole story. Much of the American mindset was also due to optimism about American progress and her proven ability to solve problems as a nation, overcoming all obstacles, whether social, political, or physical. Broadly speaking, you will be studying the spirit of this Age of Jackson as reflected in nationalistic expansionism and in social reform movements (especially in the area of abolition), both of which had positive and negative aspects.

HISTORY

Threads

- Read about Presidents Van Buren, Harrison, and Tyler.
- Learn about the issues that shaped the presidential election of 1844.
- Look at the early lives of Harriet Beecher Stowe, Frederick Douglass, and William Lloyd Garrison.
- Learn about Manifest Destiny.
- Read how American expansion affected Native Americans.

Reading

- Westward Expansion and Migration*, by Cindy Barden and Maria Backus, p. 23-28, 32, 34, 58-59, 80-81
- This Country of Ours (Yesterday's Classics version)* by H.E. Marshall, p. 475-481
- Abraham Lincoln's World*, by Genevieve Foster (J 973) p. 77-80, 158-163, 179
- North American Indian*, by David Murdoch (J 970) p. 26-27
- Read about the lives and administrations of Martin Van Buren, William Henry Harrison, and John Tyler in either or both of the following places:
 - Presidents Book
 - Internet Links (see Year 3 History page of the Tapestry website)
- SUGGESTED READ-ALoud: *Moccasin Trail*, by Eloise Jarvis McGraw (JUV FICTION) chapters I-V (Week 1 of 4)

Accountability Questions

1. Write down notes by answering questions about the following presidents:
 - Van Buren
 - What kindled his love of politics when he was a child?
 - What were some of his important political positions before becoming president?
 - What were some of the major events during Van Buren's presidency?
 - Harrison
 - Who was Harrison's father?
 - How did he become a war hero?
 - Why was his presidency so brief?
 - Tyler
 - What were his views about slavery?
 - What were some interesting aspects of Tyler's presidency?
2. What were the central issues that shaped the content of the presidential campaigns in 1844?
3. Use supporting links¹ to find out what the term "Manifest Destiny" means.
4. Continue your Internet research by finding out if there were any opponents to the ideas of Manifest Destiny. If so, what were the objections raised?
5. Briefly note the important events in the lives of Harriet Beecher Stowe, Frederick Douglass, and William Lloyd Garrison that shaped their views of slavery.
6. Who were the "Five Civilized Tribes"? Why were they called this?
7. Which of the five tribes was the last to be forcibly removed?
8. Where were the Indians forced to move?

Thinking Questions

1. What are some of the underlying beliefs that fueled the pursuit of Manifest Destiny?
2. Can you think of another American political doctrine that is similar to Manifest Destiny?
3. Why was slavery such a hot issue during the presidential campaign of 1844?
4. What do you think about the American treatment of Native Americans? If you had been in charge, how would you have resolved the conflict between Americans wanting to move west and the fact that Native Americans had lived there hundreds of years and owned the land?

¹ <http://www.tapestryofgrace.com/year3/history.php>

| PEOPLE | TIME LINE | |
|---|------------------|--|
| <input type="checkbox"/> Martin Van Buren <input type="checkbox"/> William Henry Harrison <input type="checkbox"/> John Tyler <input type="checkbox"/> James Polk <input type="checkbox"/> Sequoyah <input type="checkbox"/> Harriet Beecher Stowe <input type="checkbox"/> Frederick Douglass <input type="checkbox"/> William Lloyd Garrison | 1830 | Joseph Smith publishes the Book of Mormon. |
| | 1833 | Smith founds the Church of Christ (later renamed the Church of Jesus Christ of Latter-day Saints). |
| | 1837-1841 | Martin Van Buren is president. |
| | 1838 | Between 13,000 to 17,000 Cherokee Indians are forced to march the Trail of Tears. |
| | 1841 | William Henry Harrison is president. |
| | 1841-1845 | John Tyler is president. |
| | 1845 | Texas is annexed to the United States via a joint act of Congress. |
| | 1847 | The Seminole Indians are the last of the Five Civilized Tribes forced west. |

WORLDVIEW

There is no assignment this week.

GEOGRAPHY

Add Florida to your cumulative map project this week; it was admitted to the Union in 1845.

LITERATURE

Reading

The Princess and the Goblin, by George MacDonald (JUV FICTION) chapters 1-8 (Week 1 of 4)

Worksheet 1

Evaluate characters by writing details about each in the categories provided. There is one character for which you will find very little information. Also, note the pictures on the opposite page; you will discuss them with your teacher in class.



Princess Irene

★ actions

★ personal traits and abilities

★ thoughts and feelings

★ relationships

★ responses to events or people



the queen

actions

personal traits and abilities

thoughts and feelings

relationships

responses to events or people



Curdie Peterson

actions

personal traits and abilities

thoughts and feelings

relationships

responses to events or people



goblins

actions

personal traits and abilities

thoughts and feelings

relationships

responses to events or people

FINE ARTS & ACTIVITIES**Reading**

- Hands-On Rocky Mountains*, by Yvonne Y. Merrill, p. 24-27, 44-45
- The Gift of Music*, by Jane Stuart Smith and Betty Carlson, chapter 14

Exercises

1. Pretend that you've made a friend with another child your age from the Cherokee nation. Write a letter to him, telling him your concerns, your regrets, and how you will pray for him on his journey to Oklahoma.
2. Make a poster to explain and describe the lifestyles of the tribes that were forced to relocate from their homes: Choctaw, Seminole, Creek, Chickasaw, and Cherokee.
3. Be a TV reporter for a day and act like you are reporting on the movement of the Native Americans. If you have access to a video-recorder, record this "newscast" and show it to your family or co-op friends.
4. Write a letter to Andrew Jackson or Martin Van Buren, concerning their decision to relocate the Native Americans.
5. Complete president cards for Martin Van Buren (in office 1837-1841), William Henry Harrison (1841), and John Tyler (1841-1845).

From *Hands-On Rocky Mountains*:

6. Make a transition paper doll that shows the fashions of the American Indians.
7. Use a brown paper grocery bag to make a "leather" pouch.
8. Fashion your own moccasins out of felt.

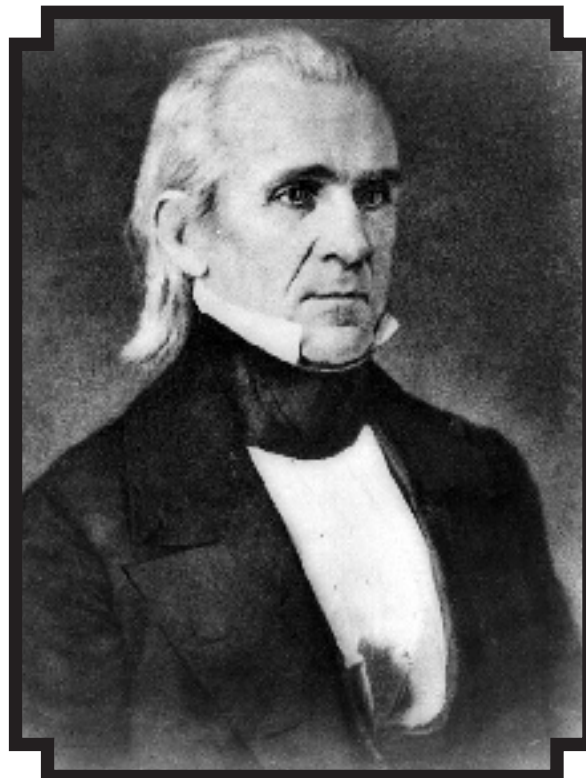
BACKGROUND INFORMATION

The one presidential term of James K. Polk was eventful, to say the least! Essentially, the entire course of the nation changed during his tenure. Polk made at least four campaign promises during his campaign in 1844, and he fulfilled them all—and more! During his administration, Americans became eager to expand westward, as we learned last week when we explored the idea of Manifest Destiny. Native Americans were not the only people moving west during this period. For example, this week you will learn about Americans known as the Mormons, who journeyed west under a cloud of controversy. Both Native Americans and Mormons contributed to the settling of the western regions and to the unique history there.

The American West was growing bigger to receive these new peoples. President Polk led America into a war with Mexico, and won. The Treaty of Guadalupe Hidalgo (signed in 1848) more than doubled the existing land controlled by America, giving her clear and undisputed claim to what is now Texas, California, Nevada, New Mexico, Arizona, Utah, and parts of Wyoming, Colorado, and Oklahoma.

The western territory gained by the United States added to American national pride and was a key factor in the nation's economic growth. Expansion into the rich interior of the continent enabled the United States to become the world's leading agricultural nation. But the Mexican-American War also helped to widen the gap between the North and South and bring on the Civil War, as Americans continued to disagree about whether new states that were made from this territory would make slavery legal. Furthermore, the Mexican-American War proved to be a training ground for several key generals in the Civil War. None of the settlers crossing the vast wilderness could have foreseen the connections between their brave endeavors and the strife that would rip the nation apart a few years later. As with all of history, we will be learning about this period from both the “prairie level” and from God's perspective!

This week, you will have additional readings about inventions that came into use during President Polk's administration. For example, you will learn about Samuel Morse and the advancements made in communication because of the commercial implementation of his invention: the electric telegraph.



James K. Polk

HISTORY**Threads**

- Learn about President Polk.
- Look at the Mexican-American War.
- Read about the westward movement of the Mormons.
- Read about the invention of the telegraph and photograph.

Reading

- Westward Expansion and Migration*, by Cindy Barden and Maria Backus, p. 29, 31, 39-46, 62-65
- This Country of Ours (Yesterday's Classics version)* by H.E. Marshall, chapter LXXVI
- Abraham Lincoln's World*, by Genevieve Foster (J 973) p. 198-210
- Read about James K. Polk in either or both of the following places:
 - Presidents Book
 - Internet Links (See Year 3 History page of the Tapestry website)
- Suggested Read-Aloud: *Moccasin Trail*, by Eloise Jarvis McGraw (JUV FICTION) chapters VI-X (Week 2 of 4)

Accountability Questions

1. How was Polk involved in politics before he became president?
2. What nickname was given to Polk?
3. What is a dark horse candidate?
4. When Polk was president, how was his wife Sarah a help to him?
5. Who were the original leaders of the Mormons? How did Mormonism originate?
6. Why were the Mormons often scorned by other Americans? Where did they eventually settle?
7. Briefly note how the following men participated in the Mexican-American War.

| | | |
|---|---|---|
| <input type="checkbox"/> General Zachary Taylor | <input type="checkbox"/> Kit Carson | <input type="checkbox"/> General Winfield Scott |
| <input type="checkbox"/> John Frémont | <input type="checkbox"/> Colonel Stephen Kearny | |
8. Prepare to discuss the events that led to the declaration of war against Mexico by jotting down brief notes about the following points:

| | | |
|---|---|--|
| <input type="checkbox"/> Texas border | <input type="checkbox"/> Troops sent to Mexico | <input type="checkbox"/> Polk's response |
| <input type="checkbox"/> Insulting negotiations | <input type="checkbox"/> The Thornton Affair (1846) | |
9. What was happening in California (which Mexico legally owned but had not heavily occupied) while American troops were driving towards Mexico City?

Thinking Question

1. Why do you think the phrase, 'What hath God wrought?' was an apt first message sent by telegraph in 1844?
2. Under the Treaty of Guadalupe Hidalgo (which officially ended the war with Mexico), what land was ceded to the United States? What was significant about the size of this land?
3. What do you think American public opinion may have been toward the war with Mexico?

| PEOPLE | TIME LINE | |
|--|------------------|---|
| <input type="checkbox"/> James K. Polk <input type="checkbox"/> Sarah Polk <input type="checkbox"/> Samuel F.B. Morse <input type="checkbox"/> Zachary Taylor <input type="checkbox"/> Kit Carson <input type="checkbox"/> Colonel Stephen Kearny <input type="checkbox"/> Winfield Scott <input type="checkbox"/> Joseph Smith <input type="checkbox"/> Brigham Young | 1844 | Samuel Morse sends his famous telegraph message. |
| | 1845-1849 | James Polk is President. |
| | 1846 | Britain signs the Oregon Treaty. |
| | 1846 | Thornton Affair |
| | 1846-1848 | Mexican-American War |
| | 1847 | Brigham Young leads the Latter-day Saints to begin their migration to Utah. |

WORLDVIEW: CHURCH HISTORY**Reading**

- The Church in History*, by B.K. Kuiper, chapter 45, sections 7-12
- The Usborne Encyclopedia of World Religions*, by Meredith and Hickman (J 291) p. 66 (“Latter-day Saints” only)

Exercises

There are no follow-up questions in your book this week. Ask your teacher if you are to discuss your reading.

GEOGRAPHY

1. Start with a “big picture” view of the lay of the land in the American West.
 - On an outline map that shows Mexico, Texas, and the American West, outline in color the area that was known as the Mexican Territory after the Texans won independence from Mexico (c. 1845).
 - Using a different color, outline the disputed territory between independent Texas and Mexico (before the Mexican-American War) that bordered the Rio Grande.
 - Lightly shade the lands that the United States gained from the Mexican-American War.
 - Outline and indicate by shading the land that the United States gained by the Oregon Treaty of 1846.
2. OPTIONAL: If your teacher so directs, label important places associated with the Mexican-American War.
 - Rio Grande River
 - Rio Nueces River
 - Mexico City
 - Santa Fe (present-day NM)
3. Begin a three-week project using an outline map of the United States with state outlines. Your outline map should specifically show the American territory west of the Mississippi River. We will be studying various western states in detail and adding labels to this map each week for Weeks 16-18. This week, we’re studying the natural features of the unsettled territories in states that the Mormon Trail went through: Nebraska, Wyoming, and Utah. Label the following in these western states,¹ then put the map away for use next week.

| | |
|--|---|
| <p><u>Major Mountain Ranges of the West</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Shade regions that include the Rocky Mountains <input type="checkbox"/> Outline and label the Continental Divide <input type="checkbox"/> Label these major mountain ranges: <ul style="list-style-type: none"> <input type="checkbox"/> Uinta Range <input type="checkbox"/> Wasatch Range <input type="checkbox"/> Colorado Rockies <input type="checkbox"/> Laramie Range <input type="checkbox"/> Bighorn Mountains <input type="checkbox"/> Absaroka Range <input type="checkbox"/> Wind River Range <input type="checkbox"/> Granite Mountains <input type="checkbox"/> Teton Range <input type="checkbox"/> Cascade Range | <p><u>Major Rivers of the West</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Platte River (and tributaries, especially the North and South Platte Rivers) <input type="checkbox"/> Loup River <input type="checkbox"/> Elkhorn River <input type="checkbox"/> Niobrara River <input type="checkbox"/> Missouri River <input type="checkbox"/> Laramie River <input type="checkbox"/> Snake River <input type="checkbox"/> Sweetwater River <input type="checkbox"/> Green River <input type="checkbox"/> Sevier River |
|--|---|

¹ You can use the supporting links on the *Tapestry* website or printed atlases to complete this work (<http://www.tapestryofgrace.com/year3/geography.php>).

4. Draw the course of the Mormon Trail on your outline map. Then label the landforms and places found along the trail that are listed below:

Utah

- Great Salt Lake
- Bear Lake
- Colorado River
- Sevier Lake
- Great Salt Lake Desert
- Utah Lake
- Echo Canyon
- Emigration Canyon
- Salt Lake City

Wyoming

- Black Hills
- Ft. Laramie
- Ft. Casper
- Independence Rock
- Ft. Bridger

Nebraska

- Sand Hills
- Council Bluffs
- Winter Quarters (Omaha)
- Kearney
- Courthouse Rock
- Chimney Rock

5. If you are doing a cumulative map project for the states of America, this week add the following:
- Texas, which joined the Union in 1845
 - Iowa, which joined the Union in 1846
 - Wisconsin, which joined the Union in 1848

LITERATURE**Reading**

The Princess and the Goblin, by George MacDonald, chapters 9-16 (Week 2 of 4)

Worksheet 2

Answer the following questions in preparation for a discussion with your teacher.

1. With whom do the goblins have a conflict?

2. Why is Curdie concerned about having no light as he follows some goblins to their palace?

3. As Irene tries to find her way back to her grandmother's rooms, how is the stair that leads to the tower described?

4. What did Grandmother do with the large silver basin?

5. What is the purpose of the pickaxe?

6. Why did the men-at-arms need to be on guard every minute?

7. When Irene believes that she is being attacked by a creature like a cat, where does she run?

8. How does Irene find her way home again?

9. Irene is concerned about getting her grandmother's beautiful blue dress dirty. How does the dress become clean again?

10. What does Grandmother give to Irene?

FINE ARTS & ACTIVITIES**Reading**

- ❑ *The Gift of Music*, by Jane Stuart Smith and Betty Carlson, chapter 15
- ❑ *Hands-On Rocky Mountains*, by Yvonne Y. Merrill, p. 36-37, 78

Exercises

1. Begin plans for your Unit Celebration. Think about the theme so that you can begin planning your costume and menu. Your teacher can share ideas with you that she gets from the Unit 2 Introduction.
2. Create a short English to Spanish picture dictionary that includes at least 15-20 words. You'll need a pronunciation guide and illustrations for each page.
3. James K. Polk is known as the first "dark horse" presidential candidate because he was relatively unknown. Create an ad campaign made up of either a video or informational brochure that introduces the country to the "future" eleventh president.
4. Learn about the Mexican art form called "papel picado." Using tissue paper, scissors, and string, make your own papel picado banner that represents Mexican culture. See the Year 3 Arts/Activities page¹ of the *Tapestry* website for instructions.
5. Add James K. Polk to your president card bank. His term in office was 1845-1849.

From *Hands-On Rocky Mountains*:

6. Make a simple cardboard loom and weave a bag.

¹ <http://www.tapestryofgrace.com/year3/artsactivities.php>

BACKGROUND INFORMATION

What was it like to be a pioneer on the Oregon Trail? How fast did people go? How far was it to the West, anyway? What kinds of things did they see as they traveled? What were the dangers and hardships of the trail? What did pioneers do for fun? These are the kinds of questions we are going to answer this week as we look at the everyday lives of the individuals who literally put feet to the doctrine of Manifest Destiny.

This is a great week to share with other students and your family what you are learning in your readings, especially if they are also studying with *Tapestry*. Be sure to make time to discuss with your siblings, co-op members, or parents all that you are learning about the lives of pioneers this week!



Wagons passing Scotts Bluff on the Oregon Trail (re-enactment)

HISTORY**Threads**

- Learn why people traveled to the west.
- Look at the details of the journey, the people, and the settlement of the West.

Reading

- Westward Expansion and Migration*, by Cindy Barden and Maria Backus, p. 35-38, 48-57, 74-75
- Abraham Lincoln's World*, by Genevieve Foster (973) p. 172-174, 177-179 (top), 216
- SUGGESTED READ-ALoud: *Moccasin Trail*, by Eloise Jarvis McGraw (JUV FICTION) chapters XI-XV (Week 3 of 4)

Accountability Questions

1. Where did the Oregon Trail begin and end? How long was the journey?
2. What were some of the essential items that the pioneers took on their journey west?
3. How did people on the Oregon Trail travel and live? What was a typical day like on the trail?
4. What were some common causes of death on the trail?
5. Who were Marcus and Narcissa Whitman and what was their story?

Thinking Questions

1. Once Americans established the belief that they had a right to expand their territory, what was it that actually compelled them to pick up and leave their homes to go west?
2. What character traits did the pioneers need in order to make the journey west?
3. What were some of the spiritual challenges that the settlers faced? Which would have been hardest for you to deal with? Jot down some verses that would have fortified you.
4. Can you think of some thrifty, creative ways that the people of the frontier adapted to their surroundings in order to help their families survive?

| PEOPLE | TIME LINE | |
|---|------------------|--|
| <input type="checkbox"/> Marcus and Narcissa Whitman <input type="checkbox"/> Jim Beckwourth | 1836 | Marcus and Narcissa Whitman travel west. |
| | 1845-1848 | The Irish potato famine ravages Ireland and many immigrate to the United States. |
| | 1847 | Indians attack the Whitman mission and kill both Marcus and Narcissa. |

WORLDVIEW

There is no assignment this week.

GEOGRAPHY

This week, as we study details of the pioneer movement and focus on the Oregon Trail, we will continue our survey of the geography of western states. Below are labels for key landforms and locations associated with the Oregon Trail in what today are Idaho, Oregon, and Washington.

1. If your outline map allows, label Independence, Missouri, the starting point of the Oregon Trail.
2. Trace the route of the Oregon Trail through Kansas, Nebraska, Wyoming, Idaho, and Oregon. (We will add the trail that goes south and west through Nevada to California next week.) How much of this trail overlaps with the Mormon Trail that you drew on your map last week?
3. Add these western river labels to your map:
 - Columbia River
 - Yellowstone River
 - Colorado River
4. Using Internet research as needed, label these landforms and places associated with the Oregon Trail:

Oregon

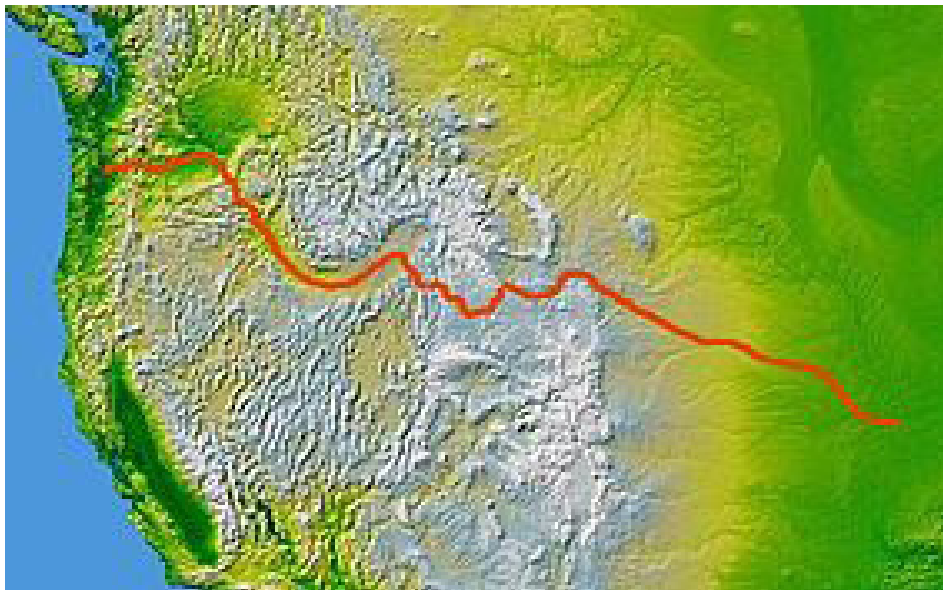
- Grande Ronde Valley
- Blue Mountains
- The Dalles
- Willamette Valley
- Oregon City
- Astoria

Washington

- Fort Vancouver
- Whitman's Mission
- Puget Sound
- Olympic Mountains

Idaho

- Fort Hall
- Fort Boise



The route of the Oregon Trail

LITERATURE

Reading

The Princess and the Goblin, by George MacDonald (JUV FICTION) chapters 17-24 (Week 3 of 4)

Worksheet 3

From each chapter that you read this week, give one example of a long sentence, one example of a short sentence, and one example of how MacDonald describes something. Do not include dialogue in your examples. Do include a reference to the page numbers on which you find the examples.

Chapter 17 "Springtime"

long sentence

short sentence

description

Chapter 18 "Curdie's Clue"

long sentence

short sentence

description

Chapter 19 "Goblin Counsels"

long sentence

short sentence

description

Chapter 20 "Irene's Clue"

long sentence

short sentence

description

Chapter 21 "The Escape"

long sentence

short sentence

description

FINE ARTS & ACTIVITIES**Reading**

- The Gift of Music*, by Jane Stuart Smith and Betty Carlson, chapter 16
- Hands-On Rocky Mountains*, by Yvonne Y. Merrill, p. 46-55

Exercises

1. Continue working on preparations for your Unit Celebration. Nail down your menu and work on making your costume, if you need to.
2. Imagine that you are a pioneer preparing to head west with your family. Write a letter to a relative that you will be leaving behind, explaining to him how the benefits outweigh the hardships of the trip.
3. Make a drawing of a Conestoga wagon and label the different parts. Either orally or in written form, explain the purpose of each part.
4. Prepare a meal as if you are on the trail. There are recipes on the *Tapestry* website under Year 3 Arts/Activities.¹

From *Hands-On Rocky Mountains*:

5. Use poster board and a manila folder to create a knife sheath.
6. Design a unique hatband.
7. Enjoy making a *parfleche* carryall.
8. Utilize your cardboard loom from last week and make a rag rug.

¹ <http://www.tapestryofgrace.com/year3/artsactivities.php>